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14. ABSTRACT
Parental deployment can disrupt the care children receive both as a result of deployment-related separation and the potentially destabilizing impact of deployment on the remaining caregiver and daily routines. This study collaboration is between civilian scientists and the behavioral health MEDDAC of the 10th Mountain Light Infantry Division. The project entails the assessment of parents (N=400) whose spouse/partner is currently deployed and has a child between the age of 3 and 7. The objectives of this study are to: 1) examine the role of caregiver behaviors in mitigating or exacerbating the risk associated with parental deployment in the prediction of child adaptation; 2) identify and measure developmentally salient skills as indicators of current adaptation among children during preschool and early childhood, and; 3) delineate whether particular groups of children are at greater risk or demonstrate greater resilience in response to parent deployment. Current progress includes successful IRB exemption and survey development and deployment. Based on feedback from Fort Drum, we created an internet-based version of the survey, to facilitate access to participants. Data collection has begun (n=161) and continues at this time. Initial data review indicates preliminary support for our ability to profile at risk children and parents.

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Table of Contents

	Page
Introduction……..…..	**3**
Body……..	**3**
Key Research Accomplishments…….…….	**7**
Reportable Outcomes……	**8**
Conclusion……	**8**
References……	**8**
Appendices……	**10**

INTRODUCTION

There is an emerging consensus that parental combat deployment may increase risk for child development; but details on what the remaining parent can do to reduce the risk remain unclear. The current proposal provides information on which children are at greatest risk and on the circumstances that contribute to that risk as a result of parental combat deployment. The purpose of this research is to: 1) examine the role of caregiver behaviors in mitigating or exacerbating the risk associated with parental deployment in the prediction of child adaptation; 2) identify and measure developmentally salient skills which are indicators of current adaptation among preschool and early childhood boys and girls, and; 3) delineate whether particular children are at greater risk or demonstrate greater resilience in response to parent deployment. The intended scope of this Hypothesis Development award is to collect data from a sample of spouses and partners (n=400) of Service Members from Fort Drum, NY, deployed to Iraq or Afghanistan who have a child age 3-7.

BODY

The majority of work accomplished in month 18-24 of this award was ongoing recruitment and data analysis. A total of 161 subjects have completed the survey during this time period. In addition, an unrelated event caused research to be halted at Fort Drum from June 2011- February 2012. In the interim, we have established collaborations with Blue Star Families, a non-profit organization that advocates for military family issues to collect data nationally. As the Fort Drum research issue has now been resolved and the Blue Star Families organization is poised to aid in national recruitment, we believe this project will be finished in the upcoming year.

Measures

The on-line survey contained questionnaires pertaining to parent and child functioning in a variety of domains, as well as non-identifying demographic information:

I. Adult measures.
   a. Parenting Issues:
      i. Parent-child relationship quality: the 29-item Parent Child Relationship Questionnaire (PCRQ; Furman & Adler, 2001).
      ii. Distress in the parenting role: the 36-item Parenting Stress Index-Short Form (PSI-SF; Abidin, 1995).
   b. Parent Psychological Health:
      i. Emotion regulation: the Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004).
      ii. Depression symptoms: the 20-item CES-D (Radloff, 1977) self-report questionnaire.
      iii. Dissociative symptoms: the 28-item Dissociative Experience Scale II (Carlson & Putnam, 1993).

II. Child measures

a. Emotional and Behavioral Problems: the 113-item caregiver rated Child Behavioral Checklist (Achenbach & Edelbrock, 1983). Ratings on this measure assess both clinical and sub-clinical levels of psychopathology across internalizing and externalizing disorders.

b. Developmental Skill Achievement

i. Preschool Aged children

1. Self regulation: the 36-item Early Childhood Behavior Questionnaire – Very Short Form (CBQ-VSF; Putnam & Rothbart, 2006) assesses children's developing self regulation. The CBQ-VSF assesses three domains (i.e. negative affectivity, surgency, and effortful control) that are thought to reflect children's reactivity and ability to engage in skills related to self regulation.
2. Emotion regulation: Children's ability to regulate their emotions is measured using the 24-item Emotion Regulation Checklist (Shields & Cicchetti, 1997, 2001), which assesses parents' perceptions of the child's emotionality and regulation, including emotional understanding, empathy, and dysregulation of both positive and negative emotions.
3. Social skills: Preschoolers' development of social skills within the peer context is assessed using the parent rated 49-item Social Skills Rating System (Gresham & Elliot, 1990) which captures children's level of cooperation, assertiveness, and prosociability in interaction with peers.

ii. Early School age children

1. Friendship formation: During the early school years, children not only must engage in prosocial behavior, but they must also begin to focus on social acceptance and friendship formation. Parent's complete a 14-item questionnaire adapted from Lansford, Putallaz, Grimes, Schiro-Osman, Kupersmidt, & Coie's (2006) project designed to assess social acceptance, popularity, friendship formation, and friendship quality among early school age children.
2. School performance: school adjustment and performance Is assessed using a 19-item questionnaire.

III. Environmental Factors

a. Stress endured by the family and the child: the 10-item Life Events Scale (LES; Kanner, Feldman, Weinberger, & Ford, 1987).

b. Community support: Spouses completed a questionnaire about their use of the Battlemind program, a military sanctioned program designed to prepare families for the stresses of deployment.

c. Social support: the 40-item Interpersonal Support Evaluation List

(ISEL; Cohen & Hobermen, 1983).

Demographics

Our objective was to sample families of deployed combat troops. From June 2010 to March 2012, we collected data from 161 spouses and partners of the First Brigade Combat Team of the Tenth Mountain Light Infantry Division, deployed to Afghanistan or Iraq. Our respondents identified themselves as women (100%), with an age range of 22-47 years. 72% of our sample identified themselves as Caucasian, 9% as Asian, 6% as African American, 4% as Latina, 4% American Indian, 7% as Other. As we targeted spouses of children aged 3-7, 47% of our sample reported on a child age 3-5 and 53% on a child age 5-7.

Whereas our current sample size prevents us from making definitive statements about our objectives, we conducted preliminary analyses to determine the extent of initial support, if any, for our objectives.

Objective 1) Identify and measure developmentally salient skills that are indicators of current adaptation among preschool and early childhood boys and girls. We propose that children who are not achieving these skills are at greatest risk of negative adjustment.

We conceptualized a single dimension for the continuum of mother-child risk and resilience, such that we hypothesized low risk (or "well-adjusted") children to be meeting developmental milestones and not meeting criteria for an internalizing or externalizing psychiatric disorder, "at risk" children would be significantly behind the resilient children in meeting developmental milestones and would not currently meet criteria for a disorder, but may appear sub-threshold for one, and "clinically significant" risk children would not be meeting developmental milestones while meeting criteria for a psychiatric disorder.

As this model applies to our measures, we would consider a child demonstrating clinically significant levels of internalizing or externalizing disorder symptoms vis a vis their scores on the Child Behavior Checklist (CBCL). Our measures of developmental milestones also reflect a range of ability in areas that are key developmental milestones during that period. To investigate Objective 1, we conducted an exploratory k-means cluster analysis, using the CBCL total score and the age appropriate developmental milestone measures.

For preschool children, CBCL t-scores were entered into a k-means analysis along with summary scores of self dysregulation, emotion dysregulation, and social skill mastery, which were each direction corrected and standardized, so as to facilitate interpretation and clustering. These analyses were undertaken with the 81 preschool children currently in the study.

Whereas we will use distance statistics to confirm our 3-cluster model in the final data analysis, ANOVA models using the cluster identities were used in this interim analysis. Therefore, we found support for a three-group classification, Multivariate F (12,146) =

20.12, p <.0001. Indeed, follow-up Univariate ANOVAs with post-hoc pairwise comparisons confirmed the three-group distinction with CBCL total score [F(2,78) = 193.93, p <.0001], emotion dysregulation [F(2,78) = 40.54, p <.0001], self dysregulation [F(2,78) = 25.82, p <.0001], and social skills mastery [F(2,78) = 10.96, p <.0001]. As presented in Figure 1, the means of the three groups were consistent with our hypothesized model of risk and resilience, such that the "well adjusted" group (n=32) had a CBCL total score that was within normal limits and lowest scores of dysregulation combined with the highest score on social skills mastery. In contrast, the "at risk" children (n=33) had CBCL total score closer to that considered "sub-threshold" and higher scores of dysregulation combined with a lower score on social skills mastery. Finally, the "clinically significant" children (n=16) reported CBCL total scores that would be considered meeting a disorder and the highest scores of dysregulation combined with the lowest score on social skills mastery (all post-hoc p's <.05).

Our second analysis was with the School-aged children (n = 80). Central developmental constructs during the early elementary school years are the development of high quality friendships, acceptance by the peer group, and the emergence of skills that lay the foundation for school achievement. We again found support for our three-group classification, Multivariate F (10,116) = 16.62, p <.0001. Follow-up Univariate ANOVAs with post-hoc pairwise comparisons confirmed the three-group distinction with CBCL total score [F(2,62) = 115.42, p <.001] and ratings of likability within the peer group [F(2,62) = 6.06, p <.01]. Good School Adjustment, Peer popularity, and having a best friend were not significant variables. As presented in Figure 2, the means of the three groups were consistent with our hypothesized model of risk and resilience, such that the "well adjusted" group (n=29) had a CBCL total score that was within normal limits and highest score of likability. In contrast, the "at risk" children (n=35) had CBCL total score closer to that considered "sub-threshold" and lower scores of likability. Finally, the "clinically significant" children (n=16) reported CBCL total scores that would be considered in the clinically significant range and the lowest scores of likability (all post-hoc p's <.05).

Objective 2) Examine the role of caregiver behaviors in mitigating or exacerbating the risk associated with parental deployment in the prediction of child adaptation. Specifically, we aim to determine the role of responsive parenting, discussions of separation, and creation of consistency in family environment in predicting child adjustment.

Our next objective was to take the three-cluster group identifications generated in Objective 1 and apply them to caregiver behaviors to see if child risk and resilience would also distinguish separate groups of caregivers by their behaviors. In this manner, we first used the Preschool-aged groups with measures of parental emotion dysregulation, parent depression, poor parental deployment coping, social support, poor parent-child relationship quality, and perceiving their child as difficult to parent in a MANOVA. Overall, as Figure 3 indicates, the three groups reported differing ratings of caregiving behaviors, F(12,146) = 4.21, p<.001. Indeed, follow-up Univariate ANOVAs with post-hoc pairwise comparisons confirmed a two-group distinction between "well-adjusted"

children from both risk groups on measures of parent emotion dysregulation [$F(2,78) = 3.81$, $p<.01$], parent depression [$F(2,78) = 11.18$, $p<.001$],poor deployment coping [$F(2,78) = 3.76$, $p<.05$], and reported child difficulty [$F(2,78)=3.86$, $p<.05$]. A three-group distinction was found on ratings of poor parent-child relationship quality [$F(2,78)= 15.69$, $p<.001$]. No effects were found in social support.

A similar analysis was conducted with the school age groups with measures of parental emotion dysregulation, parent depression, poor parental deployment coping, poor social support, poor parent-child relationship quality, and perceiving their child as difficult to parent in a MANOVA. Again, as Figure 4 indicates, the three groups reported differing ratings of caregiving behaviors, $F(12,144) = 4.59$, $p<.001$. Follow-up Univariate ANOVAs with post-hoc pairwise comparisons confirmed a two-group distinction between "well-adjusted" children from both risk groups on measures of parent depression [$F(2,77)=6.64$, $p<.01$], poor social support [$F(2,77)=4.64$, $p<.05$], poor deployment coping [$F(2,77)=16.03$, $p<.001$], and reported child difficulty [$F(2,77)=3.52$, $p<.05$]. A three-group distinction was found on ratings of poor parent-child relationship quality [$F(2,77)=10.58$, $p<.001$], and parent emotion dysregulation [$F(2,77)=10.31$, $p<.001$].

Objective 3) Delineate whether particular children are at greater risk or demonstrate greater resilience in response to parent deployment. Specifically, we will examine the moderating influence of deployed parent gender as well as child gender and age on child adjustment.

To address this objective, pairwise comparisons were conducted on child gender and age on CBCL total scores. No child gender or age effects are evident from the analyses run thus far. The influence of mother vs. father deployment cannot yet be examined given that all current participants in the study are mothers whose spouse is deployed.

Interestingly, an alarming profile was established when we examined caregiver mental health by our three-group cluster identifications. Using a cutoff score on our depression measure consistent with the epidemiological field of CES-D >24 as an indication of likely depression, 75% of our preschool-age mothers with children in the "clinically significant" risk group meet criteria, whereas 47% and 22% met criteria from those in the "at risk" and "well adjusted" groups. Elevations were also found in the school age mothers, with rates of 38%, 29% and 10% in the three groups, respectively.

KEY RESEARCH ACCOMPLISHMENTS

- All IRB Exemptions obtained.
- Web programming of survey completed.
- Data collection/recruitment initiated.
- Preliminary sample (n=161) collected and initial data examination completed.
- Initial analyses support our objectives to profile at risk parents and children age 3-7 of Service Members deployed to combat.
- Research collaboration with Blue Star Families in progress.
- Issues regarding recruitment at Fort Drum have now been resolved.
- Final One Year No Cost Extension applied for.

REPORTABLE OUTCOMES

We are continuing to collect our current sample and will focus now entirely on data from mothers in a full sample of 400 participants. Based on this preliminary work, we have received additional funding to expand the scope of our initial inquiry. The objectives of our additional funding are to compare the sample collected with the current award to a sample of civilian families in addition to military families where the Service Member is deployed in a non-combat environment. In this manner, we hope to identify developmental factors that are specific to military families in addition to factors related to high-stress, combat-exposure intense deployments. We have also received funding to follow families through the deployment lifecycle in an effort to understand the causal nature of these mechanisms identified in the current work. Finally, initial efforts are underway to develop a depression treatment manual for spouses of deployed Service Members.

CONCLUSION

While we continue to collect the current sample, preliminary data analyses indicate a profile of Mothers with difficulties in coping with deployment stress, including greater depressive symptoms, poor emotional regulation skills, greater perceived parenting stress, and higher perceptions of their children as difficult to parent. In families with preschool age children (ages 3-5), this profile was associated with children who had deficits in social skills, in addition to self and emotional regulation skills. Further, these children were also more likely to demonstrate a profile of psychopathology symptoms. In early school aged children (aged 5-7), this profile was associated with difficulties in the peer realm and psychopathology symptoms.

If the current trends in the data continue to be supported in the larger sample, we will have evidence of children with age-specific skill deficits associated with poor deployment stress coping. Further, we will have identified stress coping deficits and key psychopathology symptom indicators for Mothers who have difficulties coping during stressful combat deployments.

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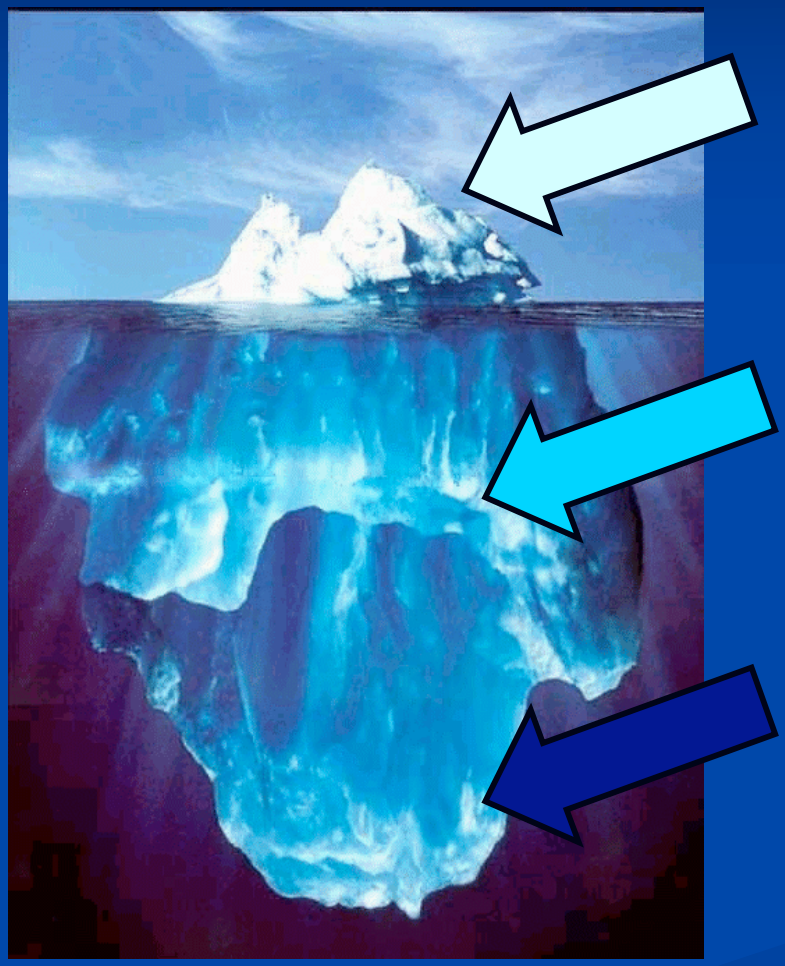
Figure 1: Model Cluster Results-Preschool



- Clinically Significant (n=16)

CBCL Total Score	68.56
Self Dysregulation	4.23
Emotion Dysregulation	2.23
Social Skill Mastery	1.94

- At Risk (n=33)

CBCL Total Score	57.45
Self Dysregulation	3.77
Emotion Dysregulation	1.78
Social Skills Mastery	2.14

- Well Adjusted (n=32)

CBCL Total Score	41.59
Self Dysregulation	2.68
Emotion Dysregulation	1.41
Social Skills Mastery	2.29

Figure 2:
Parent and family factors:
Preschool Children

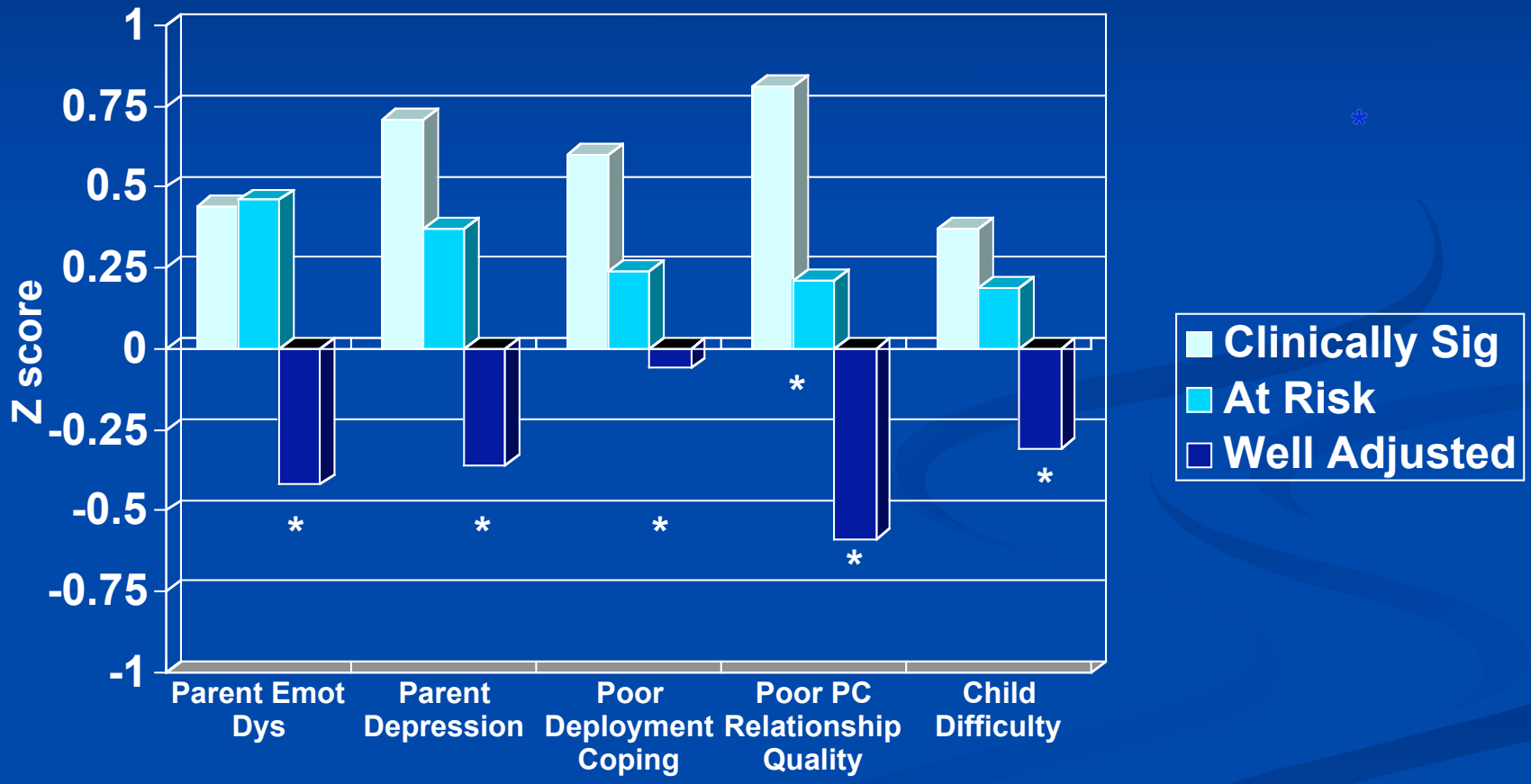
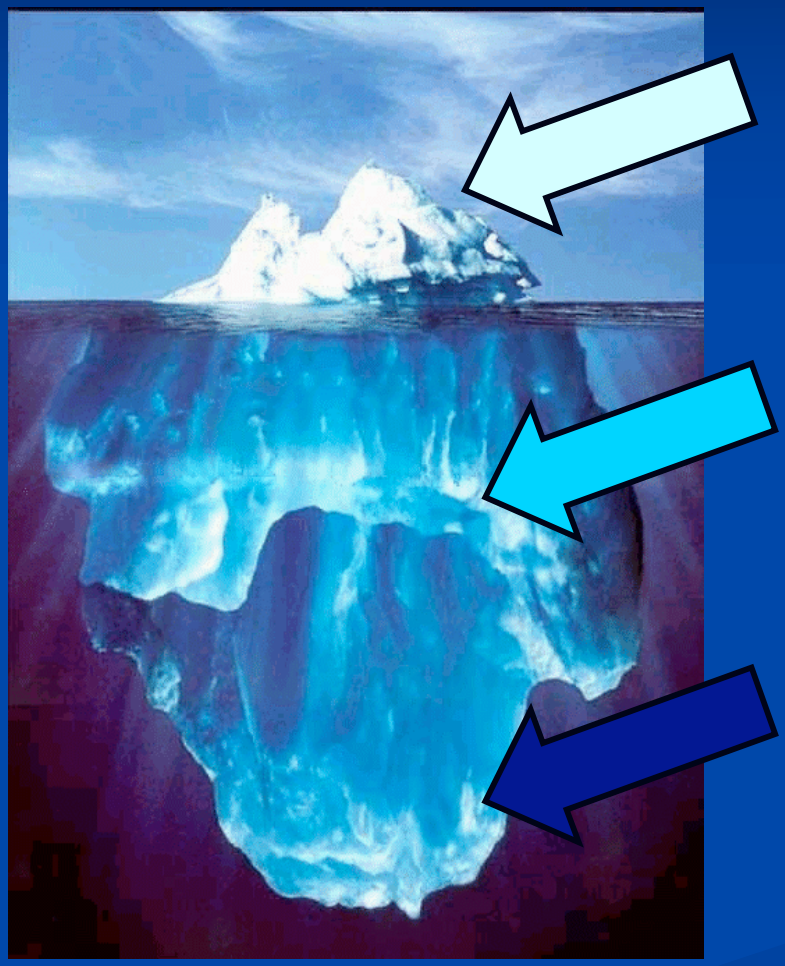


Figure 3: Model Cluster Results-School Age



- Clinically Significant (n=16)

CBCL Total Score	67.50
Best friend?	50%
Well-liked	2.81
Popularity	2.64
Good School Adjustment	2.10

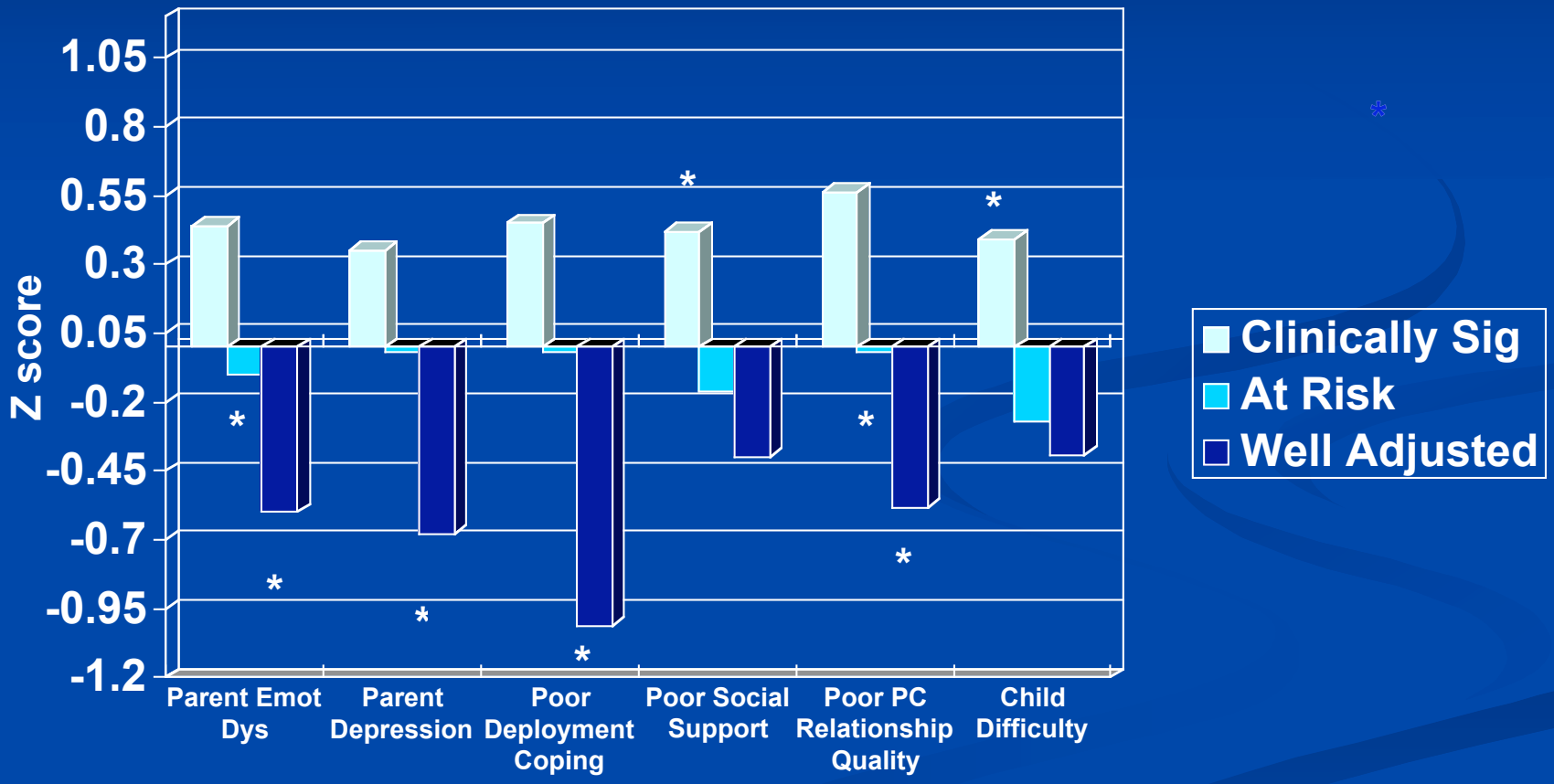
- At Risk (n=35)

CBCL Total Score	51.63
Best friend?	49%
Well-liked	3.57
Popularity	2.81
Good School Adjustment	2.23

- Well Adjusted (n=29)

CBCL Total Score	38.17
Best friend?	45%
Well-liked	3.48
Popularity	3.08
Good School Adjustment	2.27

Figure 4:
Parent and family factors:
School Age Children



1. Child's age	Years Months				
2. Gender of the child	Male			Female	
3. Grade child attends in school (if applicable)	Preschool	Kinder-garten	1st	2nd	3rd
4. Race of child	1. Caucasian 2. African American 3. Asian American 4. Latino American 5. American Indian or Alaska Native 6. Other				
5. Gender of parent completing questionnaires	Male			Female	
6. Age of parent completing questionnaires					
7. Gender of the parent deployed	Male			Female	
8. Age of parent deployed					
9. How long has the parent currently been deployed for? (List in months)					
10. Race of father	1. Caucasian 2. African American 3. Asian American 4. Latino American 5. American Indian or Alaska Native 6. Other				
11. Race of mother	1. Caucasian 2. African American 3. Asian American 4. Latino American 5. American Indian or Alaska Native 6. Other				
12. What is your family income per year?					
13. How many times, during the child's lifetime, has the parent previously been deployed? How old was your child at the time of each of these deployments?					
14. What has been the longest deployment?					

(List in months)?	
15. What has been the shortest deployment (List in months)?	
16. What is the current military rank of the parent who is deployed?	
17. Where does the family currently live (for instance, on base, off base in Army supported housing, off base in the community, off base with a relative)?	
18. How long have you been stationed at Fort Drum?	
19. Please list the individuals who currently live with you along with their ages. You don't need to list each individual's name but rather can list their relationship to the child about whom you are completing these questionnaires. For example, brother, age 10, sister, age 8, mother, age 35, grandmother, age 58.	
20. Do any of these individuals have a disability?	

PSI

Instructions

This questionnaire contains 36 statements. Read each statement carefully. For each statement, please circle the response that best represents your opinion about your child.

Circle the SA if you strongly agree with the statement.

Circle the A if you agree with the statement.

Circle the NS if you are not sure.

Circle the D if you disagree with the statement.

Circle the SD if you strongly disagree with the statement.

For example, if you sometimes enjoy going to the movies, you would circle A in response to the following statement:

I enjoy going to the movies. SA A NS D SD

While you may not find a response that exactly states your feelings, please circle the response that comes closest to describing how yo feel. YOUR FIRST REACTION TO EACH QUESTION SHOULD BE YOUR ANSWER.

Circle only one response for each statement, and respond to all statements. **DO NOT ERASE!** If you need to change an answer, mak "X" through the incorrect answer and circle the correct response. For example:

I enjoy going to the movies. SA A NS D SD

SA=Strongly Agree A=Agree NS=Not Sure D=Disagree SD=Strongly Disagree

1. I often have the feeling that I cannot handle things very well.	SA	A	NS	D	SD
2. I find myself giving up more of my life to meet my children's needs than I ever expected.	SA	A	NS	D	SD
3. I feel trapped by my responsibilities as a parent.	SA	A	NS	D	SD
4. Since having this child, I have been unable to do new and different things.	SA	A	NS	D	SD
5. Since having a child, I feel that I am almost never able to do things that I like to do.	SA	A	NS	D	SD
6. I am unhappy with the last purchase of clothing I made for myself.	SA	A	NS	D	SD
7. There are quite a few things that bother me about my life.	SA	A	NS	D	SD
8. Having a child has caused more problems than I expected in my relationship with my spouse (male/female friend).	SA	A	NS	D	SD
9. I feel alone and without friends.	SA	A	NS	D	SD
10. When I go to a party, I usually expect not to enjoy myself.	SA	A	NS	D	SD
11. I am not as interested in people as I used to be.	SA	A	NS	D	SD
12. I don't enjoy things as I used to.	SA	A	NS	D	SD
13. My child rarely does things for me that make me feel good.	SA	A	NS	D	SD
14. Most times I feel that my child does not like me and does not want to be close to me.	SA	A	NS	D	SD
15. My child smiles at me much less than I expected.	SA	A	NS	D	SD

SA=Strongly Agree	A=Agree	NS=Not Sure	D=Disagree	SD=Strongly Disagree

16. When I do things for my child, I get the feeling that my efforts are not appreciated very much.	SA	A	NS	D	SD
17. When playing, my child doesn't often giggle or laugh.	SA	A	NS	D	SD
18. My child doesn't seem to learn as quickly as most children.	SA	A	NS	D	SD
19. My child doesn't seem to smile as much as most children.	SA	A	NS	D	SD
20. My child is not able to do as much as I expected.	SA	A	NS	D	SD
21. It takes a long time and it is very hard for my child to get used to new things.	SA	A	NS	D	SD

For the next statement, choose your response from the choices "1" to "5" below.

22. I feel that I am: 1. not very good at being a parent 2. a person who has some trouble being a parent 3. an average parent 4. a better than average parent 5. a very good parent	1	2	3	4	5

23. I expected to have closer and warmer feelings for my child than I do and this bothers me.	SA	A	NS	D	SD
24. Sometimes my child does things that bother me just to be mean.	SA	A	NS	D	SD
25. My child seems to cry or fuss more often than most children.	SA	A	NS	D	SD
26. My child generally wakes up in a bad mood.	SA	A	NS	D	SD
27. I feel that my child is very moody and easily upset.	SA	A	NS	D	SD
28. My child does a few things which bother me a great deal.	SA	A	NS	D	SD
29. My child reacts very strongly when something happens that my child doesn't like.	SA	A	NS	D	SD
30. My child gets upset easily over the smallest things.	SA	A	NS	D	SD
31. My child's sleeping or eating schedule was much harder to establish than I expected.	SA	A	NS	D	SD

For the next statement, choose your response from the choices "1" to "5" below.

32. I have found that getting my child to do something or stop doing something is: 1. much harder than I expected 2. somewhat harder than I expected 3. about as hard as I expected 4. somewhat easier than I expected 5. much easier than I expected	1	2	3	4	5

For the next statement, choose your response from the choices "10+" to "1-3."

33. Think carefully and count the number of things which your child does that bother you. For example: dawdles, refused to listen, overactive, cries, interrupts, fights, whines, etc. CIRCLE ONE:	10+	8-9	6-7	4-5	1-3
34. There are some things my child does that really bother me a lot.	SA	A	NS	D	SD
35. My child turned out to be more of a problem than I had expected.	SA	A	NS	D	SD
36. My child makes more demands on me than most children.	SA	A	NS	D	SD

PCRQ

Instructions: These items are statements that you might use to describe your relationship with your child. Circle the number that best describes how true this statement is for you and your child.

	Definitely True	Somewhat True	Somewhat False	Definitely False
1. My child can learn a lot of things from me.	1	2	3	4
2. My child talks about concerns and experiences with me.	1	2	3	4
3. I often criticize my child.	1	2	3	4
4. I praise my child when my child does something well.	1	2	3	4
5. I often interrupt my child before he/she can finish saying anything.	1	2	3	4
6. I don't know my child's hobbies.	1	2	3	4
7. I love my child no matter what she/he does.	1	2	3	4
8. I often irritate my child.	1	2	3	4
9. I have taught my child useful things.	1	2	3	4
10. I only pay attention to my child when she/he has done something wrong.	1	2	3	4
11. I don't give the support my child needs.	1	2	3	4
12. I always want my child to decide above all what is right and wrong, and do what is right.	1	2	3	4

13. I seem to ignore my child's feelings.	1	2	3	4
14. I comfort my child when she/he is discouraged or has a disappointment.	1	2	3	4
15. My child treats other with more respect than she/he treats me.	1	2	3	4
16. I often hurt my child's feelings.	1	2	3	4
17. My child wants to be like me in a number of ways.	1	2	3	4
18. I try to keep up with how well my child does in school.	1	2	3	4
19. I make it clear what I want my child to do or not do.	1	2	3	4
20. My child and I often get into arguments.	1	2	3	4
21. My child often angers or annoys me.	1	2	3	4
22. I often lose my temper with my child.	1	2	3	4
23. It is important to me that my child obeys rules.	1	2	3	4
24. My child knows I love her/him.	1	2	3	4
25. My child really likes me.	1	2	3	4
26. Once and a while my child has been really scared of me.	1	2	3	4
27. I am proud of my child.	1	2	3	4
28. I want my child to go to bed at a certain time on school days.	1	2	3	4
29. I don't seem to know much about how my child is doing in school.	1	2	3	4

30. My child and I do not do a lot of things together.	1	2	3	4
31. My child respects me.	1	2	3	4
32. I like others in the family better than my child.	1	2	3	4
33. My child gets along with me well.	1	2	3	4
34. My child doesn't seem to feel very close to me.	1	2	3	4
35. I am pretty strict with my child.	1	2	3	4
36. I don't know much about how my child spends his/her spare time.	1	2	3	4

LES

Listed below are difficult things that sometimes happen to people. For each of the events, please think about whether your family has experienced these events in the last two years and then check 'Yes' if it has happened or 'No' if it has not. If an event did occur then please rate how stressful this event was for you, your spouse, and your child (please only rate the child that you have been completing the packet on).

1. A member of the family or extended family had a physical health problem	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your child						

2. A member of the family or extended family had a mental health problem.	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

3. Death of someone close to you.	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your child						

4. Unemployment.	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

5. **Divorce.**	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

6. **Financial Problems**	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

7. **Marital Problems**	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

8. **Problems at Work**	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

9. **Conflict with relatives, neighbors, or in the neighborhood.**	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

10. Other, please specify:	**No**	**Yes**				
If yes, how has it affected:	Not at all		A little	Somewhat	Very much	Extremely
You						
Your spouse						
Your children						

CES-D

Instructions: Below is a list of the ways you might have felt or behaved. Please indicate how often you have felt this way during the past week.

0	1	2	3
Rarely or none of the time (less than once a day)	**Some** or a little of the time (one to two days)	**Occasionally** or a moderate amount of the time (three to four days)	**Most** or all of the time (five to seven days)

		Rarely	Some	Occasionally	Most
1.	I was bothered by things that don't usually bother me.	0	1	2	3
2.	I did not feel like eating; my appetite was poor	0	1	2	3
3.	I felt that I could not shake off the blues, even with help from my family and friends.	0	1	2	3
4.	I felt that I was just as good as other people.	0	1	2	3
5.	I had trouble keeping my mind on what I was doing.	0	1	2	3
6.	I felt depressed.	0	1	2	3
7.	I felt everything I did was an effort.	0	1	2	3
8.	I felt hopeful about the future.	0	1	2	3
9.	I thought my life had been a failure.	0	1	2	3
10.	I felt fearful.	0	1	2	3
11.	My sleep was restless.	0	1	2	3
12.	I was happy.	0	1	2	3
13.	I talked less than usual.	0	1	2	3
14.	I felt lonely.	0	1	2	3
15.	People were unfriendly.	0	1	2	3
16.	I enjoyed life.	0	1	2	3
17.	I had crying spells.	0	1	2	3
18.	I felt sad.	0	1	2	3
19.	I felt that people disliked me.	0	1	2	3
20.	I could not get going.	0	1	2	3

DERS

Please indicate how often the following statements apply to you by circling the appropriate number by each statement using the scale below:

1	2	3	4	5
almost never (0-10%)	*sometimes* (11-35%)	*about half the time* (36-65%)	*most of the time* (66-90%)	*almost always* (91-100%)

1)	I am clear about my feelings.	1	2	3	4	5
2)	I pay attention to how I feel.	1	2	3	4	5
3)	I experience my emotions as overwhelming and out of control.	1	2	3	4	5
4)	I have no idea how I am feeling.	1	2	3	4	5
5)	I have difficulty making sense out of my feelings.	1	2	3	4	5
6)	I am attentive to my feelings.	1	2	3	4	5
7)	I know exactly how I am feeling.	1	2	3	4	5
8)	I care about what I am feeling.	1	2	3	4	5
9)	I am confused about how I feel.	1	2	3	4	5
10)	When I'm upset, I acknowledge my emotions.	1	2	3	4	5
11)	When I'm upset, I become angry with myself for feeling that way.	1	2	3	4	5
12)	When I'm upset, I become embarrassed for feeling that way.	1	2	3	4	5
13)	When I'm upset, I have difficulty getting work done.	1	2	3	4	5
14)	When I'm upset, I become out of control.	1	2	3	4	5
15)	When I'm upset, I believe that I remain that way for a long time.	1	2	3	4	5
16)	When I'm upset, I believe that I'll end up feeling very depressed.	1	2	3	4	5

17) When I'm upset, I believe that my feelings are valid and important.	1	2	3	4	5
18) When I'm upset, I have difficulty focusing on other things.	1	2	3	4	5
19) When I'm upset, I feel out of control.	1	2	3	4	5
20) When I'm upset, I can still get things done.	1	2	3	4	5
21) When I'm upset, I feel ashamed with myself for feeling that way.	1	2	3	4	5
22) When I'm upset, I know that I can find a way to eventually feel better.	1	2	3	4	5
23) When I'm upset, I feel like I am weak.	1	2	3	4	5
24) When I'm upset, I feel like I can remain in control of my behaviors.	1	2	3	4	5
25) When I'm upset, I feel guilty for feeling that way.	1	2	3	4	5
26) When I'm upset, I have difficulty concentrating.	1	2	3	4	5
27) When I'm upset, I have difficulty controlling my behaviors.	1	2	3	4	5
28) When I'm upset, I believe that nothing I can do to make myself feel better.	1	2	3	4	5
29) When I'm upset, I become irritated with myself for feeling that way.	1	2	3	4	5
30) When I'm upset, I start to feel very bad about myself.	1	2	3	4	5
31) When I'm upset, I believe that wallowing in it is all I can do.	1	2	3	4	5
32) When I'm upset, I lose control over my behaviors.	1	2	3	4	5
33) When I'm upset, I have difficulty thinking about anything else.	1	2	3	4	5
34) When I'm upset, I take time to figure out what I'm really feeling.	1	2	3	4	5
35) When I'm upset, it takes me a long time to feel better.	1	2	3	4	5
36) When I'm upset, my emotions feel overwhelming.	1	2	3	4	5

Directions: This questionnaire consists of twenty-eight questions about experiences that you may have in your daily life. We are interested in how often you have these experiences. It is important, however, that your answers show how often these experiences happen to you when you <u>are not</u> under the influence of alcohol or drugs. To answer the questions, please determine to what degree the experience described in the question applies to you and circle the number to show what percentage of the time you have the experience.

Example:

0% (never) 10 20 30 40 (50) 60 70 80 90 100% (always)

---

1. Some people have the experience of driving a car and suddenly realizing that they don't remember what has happened during all or part of the trip. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

2. Some people find that sometimes they are listening to someone talk and they suddenly realize that they did not hear all or part of what was said. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

3. Some people have the experience of finding themselves in a place and having no idea how they got there. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

4. Some people have the experience of finding themselves dressed in clothes that they don't remember putting on. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

5. Some people have the experience of finding new things among their belongings that they do not remember buying. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

6. Some people sometimes find that they are approached by people that they do not know who call them by another name or insist that they have met them before. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

7. Some people sometimes have the experience of feeling as though they are standing next to themselves or watching themselves do something as if they were looking at another person. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

8. Some people are told that they sometimes do not recognize friends or family members. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

9. Some people find that they have no memory for some important events in their lives (for example, a wedding or graduation). Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

10. Some people have the experience of being accused of lying when they do not think that they have lied. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

11. Some people have the experience of looking in a mirror and not recognizing themselves. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

12. Some people sometimes have the experience of feeling that other people, objects, and the world around them are not real. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

13. Some people sometimes have the experience of feeling that their body does not belong to them. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

14. Some people have the experience of sometimes remembering a past event so vividly that they feel as if they were reliving that event. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

15. Some people have the experience of not being sure whether things that they remember happening really did happen or whether they just dreamed them. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

16. Some people have the experience of being in a familiar place but finding it strange and unfamiliar. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

17. Some people find that when they are watching television or a movie they become so absorbed in the story that they are unaware of other events happening around them. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

18. Some people sometimes find that they become so involved in a fantasy or daydream that it feels as though it were really happening to them. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

19. Some people find that they are sometimes able to ignore pain. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

20. Some people find that they sometimes sit staring off into space, thinking of nothing, and are not aware of the passage of time. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

21. Some people sometimes find that when they are alone they talk out loud to themselves. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

22. Some people find that in one situation they may act so differently compared with another situation that they feel almost as if they were different people. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

23. Some people sometimes find that in certain situations they are able to do things with amazing ease and spontaneity that would usually be difficult for them (for example, sports, work, social situations, etc.). Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

24. Some people sometimes find that they cannot remember whether they have done something or have just thought about doing that thing (for example, not knowing whether they have just mailed a letter or have just thought about mailing it). Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

25. Some people find evidence that they have done things that they do not remember doing. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

26. Some people sometimes find writings, drawings, or notes among their belongings that they must have done but cannot remember doing. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

27. Some people find that they sometimes hear voices inside their head that tell them to do things or comment on things that they are doing. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

28. Some people sometimes feels as if they are looking at the world through a fog so that people or objects appear far away or unclear. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

Please print. # CHILD BEHAVIOR CHECKLIST FOR AGES 1½-5

For office use only
ID #

PARENTS' USUAL TYPE OF WORK, even if not working now. *Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.*

FATHER'S TYPE OF WORK _____

MOTHER'S TYPE OF WORK _____

Please fill out this form to reflect *your* view of the child's behavior even if other people might not agree. Feel free to write additional comments beside each item and in the space provided on page 2. ***Be sure to answer all items.***

Your relationship to child:

☐Mother ☐Father ☐Other (specify):

Below is a list of items that describe children. For each item that describes the child ***now or within the past 2 months***, please circle the ***2*** if the item is ***very true or often true*** of the child. Circle the ***1*** if the item is ***somewhat or sometimes true*** of the child. If the item is ***not true*** of the child, circle the ***0***. Please answer all items as well as you can, even if some do not seem to apply to the child.

0 = Not True (as far as you know) 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2 1. Aches or pains (without medical cause; *do not* include stomach or headaches)
0 1 2 2. Acts too young for age
0 1 2 3. Afraid to try new things
0 1 2 4. Avoids looking others in the eye
0 1 2 5. Can't concentrate, can't pay attention for long
0 1 2 6. Can't sit still, restless, or hyperactive
0 1 2 7. Can't stand having things out of place
0 1 2 8. Can't stand waiting; wants everything now
0 1 2 9. Chews on things that aren't edible
0 1 2 10. Clings to adults or too dependent
0 1 2 11. Constantly seeks help
0 1 2 12. Constipated, doesn't move bowels (when not sick)
0 1 2 13. Cries a lot
0 1 2 14. Cruel to animals
0 1 2 15. Defiant
0 1 2 16. Demands must be met immediately
0 1 2 17. Destroys his/her own things
0 1 2 18. Destroys things belonging to his/her family or other children
0 1 2 19. Diarrhea or loose bowels (when not sick)
0 1 2 20. Disobedient
0 1 2 21. Disturbed by any change in routine
0 1 2 22. Doesn't want to sleep alone
0 1 2 23. Doesn't answer when people talk to him/her
0 1 2 24. Doesn't eat well (describe): _____
0 1 2 25. Doesn't get along with other children
0 1 2 26. Doesn't know how to have fun; acts like a little adult
0 1 2 27. Doesn't seem to feel guilty after misbehaving
0 1 2 28. Doesn't want to go out of home
0 1 2 29. Easily frustrated
0 1 2 30. Easily jealous
0 1 2 31. Eats or drinks things that are not food—*don't* include sweets (describe): _____
0 1 2 32. Fears certain animals, situations, or places (describe): _____
0 1 2 33. Feelings are easily hurt
0 1 2 34. Gets hurt a lot, accident-prone
0 1 2 35. Gets in many fights
0 1 2 36. Gets into everything
0 1 2 37. Gets too upset when separated from parents
0 1 2 38. Has trouble getting to sleep
0 1 2 39. Headaches (without medical cause)
0 1 2 40. Hits others
0 1 2 41. Holds his/her breath
0 1 2 42. Hurts animals or people without meaning to
0 1 2 43. Looks unhappy without good reason
0 1 2 44. Angry moods
0 1 2 45. Nausea, feels sick (without medical cause)
0 1 2 46. Nervous movements or twitching (describe): _____
0 1 2 47. Nervous, highstrung, or tense
0 1 2 48. Nightmares
0 1 2 49. Overeating
0 1 2 50. Overtired
0 1 2 51. Shows panic for no good reason
0 1 2 52. Painful bowel movements (without medical cause)
0 1 2 53. Physically attacks people
0 1 2 54. Picks nose, skin, or other parts of body (describe): _____

Be sure you answered all items. Then see other side.

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Please print your answers. Be sure to answer all items.

0 = Not True (as far as you know) 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2 55. Plays with own sex parts too much
0 1 2 56. Poorly coordinated or clumsy
0 1 2 57. Problems with eyes (without medical cause) (describe): _____
_____
0 1 2 58. Punishment doesn't change his/her behavior
0 1 2 59. Quickly shifts from one activity to another
0 1 2 60. Rashes or other skin problems (without medical cause)
0 1 2 61. Refuses to eat
0 1 2 62. Refuses to play active games
0 1 2 63. Repeatedly rocks head or body
0 1 2 64. Resists going to bed at night
0 1 2 65. Resists toilet training (describe): _____
_____
0 1 2 66. Screams a lot
0 1 2 67. Seems unresponsive to affection
0 1 2 68. Self-conscious or easily embarrassed
0 1 2 69. Selfish or won't share
0 1 2 70. Shows little affection toward people
0 1 2 71. Shows little interest in things around him/her
0 1 2 72. Shows too little fear of getting hurt
0 1 2 73. Too shy or timid
0 1 2 74. Sleeps less than most kids during day and/or night (describe): _____
_____
0 1 2 75. Smears or plays with bowel movements
0 1 2 76. Speech problem (describe): _____
_____
0 1 2 77. Stares into space or seems preoccupied
0 1 2 78. Stomachaches or cramps (without medical cause)
0 1 2 79. Rapid shifts between sadness and excitement
0 1 2 80. Strange behavior (describe): _____
_____
0 1 2 81. Stubborn, sullen, or irritable
0 1 2 82. Sudden changes in mood or feelings
0 1 2 83. Sulks a lot
0 1 2 84. Talks or cries out in sleep
0 1 2 85. Temper tantrums or hot temper
0 1 2 86. Too concerned with neatness or cleanliness
0 1 2 87. Too fearful or anxious
0 1 2 88. Uncooperative
0 1 2 89. Underactive, slow moving, or lacks energy
0 1 2 90. Unhappy, sad, or depressed
0 1 2 91. Unusually loud
0 1 2 92. Upset by new people or situations (describe): _____
_____
0 1 2 93. Vomiting, throwing up (without medical cause)
0 1 2 94. Wakes up often at night
0 1 2 95. Wanders away
0 1 2 96. Wants a lot of attention
0 1 2 97. Whining
0 1 2 98. Withdrawn, doesn't get involved with others
0 1 2 99. Worries
0 1 2 100. Please write in any problems the child has that were not listed above.
0 1 2 _____
0 1 2 _____
0 1 2 _____

Please be sure you have answered all items. Underline any you are concerned about.

Does the child have any illness or disability (either physical or mental)? ☐ **No** ☐ **Yes—Please describe:**

What concerns you most about the child?

Please describe the best things about the child:

LANGUAGE DEVELOPMENT SURVEY FOR AGES 18-35 MONTHS

For office use only
ID #

The Language Development Survey assesses children's word combinations and vocabulary. By carefully completing the Language Development Survey, you can help us obtain an accurate picture of the child's developing language. ***Please print your answers. Be sure to answer all items.***

I. Was the child born earlier than the usual 9 months after conception?

☐ No ☐ Yes—how many weeks early? _____weeks early.

II. How much did the child weigh at birth? _____ pounds _____ounces; or _____ grams.

III. How many ear infections did the child have before age 24 months?

☐ 0-2 ☐ 3-5 ☐ 6-8 ☐ 9 or more

IV. Is any language beside English spoken in the child's home?

☐ No ☐ Yes—please list the languages: _____ _____

_____ _____

V. Has anyone in the child's family been slow in learning to talk?

☐ No ☐ Yes—please list their relationships to the child; for example, brother, father:

_____

VI. Are you worried about the child's language development?

☐ No ☐ Yes—why? _____

_____

VII. Does the child spontaneously say words in any language? (not just imitates or understands words)?

☐ No ☐ Yes—if yes, please complete item VIII and page 4.

VIII. Does the child combine 2 or more words into phrases? For example: "more cookie," "car bye-bye."

☐ No ☐ Yes—please print 5 of the child's longest and best phrases or sentences.
For each phrase that is not in English, print the name of the language.

1. _____
2. _____
3. _____
4. _____
5. _____

Be sure you answered all items. Then see other side.

Please circle each word that the child says SPONTANEOUSLY (not just imitates or understands). If your child says non-English versions of words on the list, circle the English word and write the first letter of the language (e.g., S for Spanish). Please include words even if they are not pronounced clearly or are in "baby talk" (for example: "baba" for bottle).

FOODS
1. apple
2. banana
3. bread
4. butter
5. cake
6. candy
7. cereal
8. cheese
9. coffee
10. cookie
11. crackers
12. drink
13. egg
14. food
15. grapes
16. gum
17. hamburger
18. hotdog
19. ice cream
20. juice
21. meat
22. milk
23. orange
24. pizza
25. pretzel
26. raisins
27. soda
28. soup
29. spaghetti
30. tea
31. toast
32. water

TOYS
33. ball
34. balloon
35. blocks
36. book
37. crayons
38. doll
39. picture
40. present
41. slide
42. swing
43. teddy bear

OUTDOORS
44. flower
45. house
46. moon
47. rain
48. sidewalk
49. sky
50. snow
51. star
52. street
53. sun
54. tree

ANIMALS
55. bear
56. bee
57. bird
58. bug
59. bunny
60. cat
61. chicken
62. cow
63. dog
64. duck
65. elephant
66. fish
67. frog
68. horse
69. monkey
70. pig
71. puppy
72. snake
73. tiger
74. turkey
75. turtle

BODY PARTS
76. arm
77. belly button
78. bottom
79. chin
80. ear
81. elbow
82. eye
83. face
84. finger
85. foot
86. hair
87. hand
88. knee
89. leg
90. mouth
91. neck
92. nose
93. teeth
94. thumb
95. toe
96. tummy

VEHICLES
97. bike
98. boat
99. bus
100. car
101. motorcycle
102. plane
103. stroller
104. train
105. trolley
106. truck

ACTIONS
107. bath
108. breakfast
109. bring
110. catch
111. clap
112. close
113. come
114. cough
115. cut
116. dance
117. dinner
118. doodoo
119. down
120. eat
121. feed
122. finish
123. fix
124. get
125. give
126. go
127. have
128. help
129. hit
130. hug
131. jump
132. kick
133. kiss
134. knock
135. look
136. love
137. lunch
138. make
139. nap
140. open
141. outside
142. pattycake
143. peekaboo
144. peepee
145. push
146. read
147. ride
148. run
149. see
150. show
151. shut
152. sing
153. sit
154. sleep
155. stop
156. take
157. throw
158. tickle
159. up
160. walk
161. want
162. wash

HOUSEHOLD
163. bathtub
164. bed
165. blanket
166. bottle
167. bowl
168. chair
169. clock
170. crib
171. cup
172. door
173. floor
174. fork
175. glass
176. knife
177. light
178. mirror
179. pillow
180. plate
181. potty
182. radio
183. room
184. sink
185. soap
186. spoon
187. stairs
188. table
189. telephone
190. towel
191. trash
192. T.V.
193. window

PERSONAL
194. brush
195. comb
196. glasses
197. key
198. money
199. paper
200. pen
201. pencil
202. penny
203. pocketbook
204. tissue
205. tooth brush
206. umbrella
207. watch

PLACES
208. church
209. home
210. hospital
211. library
212. park
213. school
214. store
215. zoo

MODIFIERS
216. all gone
217. all right
218. bad
219. big
220. black
221. blue
222. broken
223. clean
224. cold
225. dark
226. dirty
227. dry
228. good
229. happy
230. heavy
231. hot
232. hungry
233. little
234. mine
235. more
236. nice
237. pretty
238. red
239. stinky
240. that
241. this
242. tired
243. wet
244. white
245. yellow
246. yucky

CLOTHES
247. belt
248. boots
249. coat
250. diaper
251. dress
252. gloves
253. hat
254. jacket
255. mittens
256. pajamas
257. pants
258. shirt
259. shoes
260. slippers
261. sneakers
262. socks
263. sweater

OTHER
264. any letter
265. away
266. booboo
267. byebye
268. excuse me
269. here
270. hi, hello
271. in
272. me
273. meow
274. my
275. myself
276. nightnight
277. no
278. off
279. on
280. out
281. please
282. Sesame St.
283. shut up
284. thank you
285. there
286. under
287. welcome
288. what
289. where
290. why
291. woofwoof
292. yes
293. you
294. yumyum
295. any number

PEOPLE
296. aunt
297. baby
298. boy
299. daddy
300. doctor
301. girl
302. grandma
303. grandpa
304. lady
305. man
306. mommy
307. own name
308. pet name
309. uncle
310. name of TV or story character

Other words your child says, including non-English words:

_____

_____

_____

_____

Please print **CHILD BEHAVIOR CHECKLIST FOR AGES 6-18**

For office use only
ID #

PARENTS' USUAL TYPE OF WORK, even if not working now. *(Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.)*

FATHER'S TYPE OF WORK _____

MOTHER'S TYPE OF WORK _____

GRADE IN SCHOOL _____

NOT ATTENDING SCHOOL ☐

Please fill out this form to reflect *your* view of the child's behavior even if other people might not agree. Feel free to print additional comments beside each item and in the space provided on page 2. ***Be sure to answer all items.***

Your gender: ☐ Male ☐ Female

Your relation to the child:

☐ Biological Parent ☐ Step Parent ☐ Grandparent
☐ Adoptive Parent ☐ Foster Parent ☐ Other (specify)_____

I. Please list the sports your child most likes to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc.

☐ None

	Compared to others of the same age, about how much time does he/she spend in each?				Compared to others of the same age, how well does he/she do each one?			
	Less Than Average	Average	More Than Average	Don't Know	Below Average	Average	Above Average	Don't Know
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐

II. Please list your child's favorite hobbies, activities, and games, other than sports. For example: stamps, dolls, books, piano, crafts, cars, computers, singing, etc. (Do *not* include listening to radio or TV.)

☐ None

	Compared to others of the same age, about how much time does he/she spend in each?				Compared to others of the same age, how well does he/she do each one?			
	Less Than Average	Average	More Than Average	Don't Know	Below Average	Average	Above Average	Don't Know
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐

III. Please list any organizations, clubs, teams, or groups your child belongs to.

☐ None

	Compared to others of the same age, how active is he/she in each?			
	Less Active	Average	More Active	Don't Know
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

IV. Please list any jobs or chores your child has. For example: paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores.)

☐ None

	Compared to others of the same age, how well does he/she carry them out?			
	Below Average	Average	Above Average	Don't Know
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

Be sure you answered all items. Then see other side.

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6-1-01 Edition - 201

Please print. Be sure to answer all items.

V. 1. About how many close friends does your child have? (Do *not* include brothers & sisters)

☐ None ☐ 1 ☐ 2 or 3 ☐ 4 or more

2. About how many times a week does your child do things with any friends outside of regular school hours? (Do *not* include brothers & sisters)

☐ Less than 1 ☐ 1 or 2 ☐ 3 or more

VI. Compared to others of his/her age, how well does your child:

	Worse	Average	Better	
a. Get along with his/her brothers & sisters?	☐	☐	☐	☐ Has no brothers or sisters
b. Get along with other kids?	☐	☐	☐	
c. Behave with his/her parents?	☐	☐	☐	
d. Play and work alone?	☐	☐	☐	

VII. 1. Performance in academic subjects. ☐ Does not attend school because _____

_____

Check a box for each subject that child takes	Failing	Below Average	Average	Above Average
a. Reading, English, or Language Arts	☐	☐	☐	☐
b. History or Social Studies	☐	☐	☐	☐
c. Arithmetic or Math	☐	☐	☐	☐
d. Science	☐	☐	☐	☐
e. _____	☐	☐	☐	☐
f. _____	☐	☐	☐	☐
g. _____	☐	☐	☐	☐

Other academic subjects–for example: computer courses, foreign language, business. Do *not* include gym, shop, driver's ed., or other nonacademic subjects.

2. Does your child receive special education or remedial services or attend a special class or special school?

☐ No ☐ Yes—kind of services, class, or school:

3. Has your child repeated any grades? ☐ No ☐ Yes—grades and reasons:

4. Has your child had any academic or other problems in school? ☐ No ☐ Yes—please describe:

When did these problems start?_____

Have these problems ended? ☐ No ☐ Yes–when?

Does your child have any illness or disability (either physical or mental)? ☐ No ☐ Yes—please describe:

What concerns you most about your child?

Please describe the best things about your child.

Be sure you answered all items.

Please print. Be sure to answer all items.

Below is a list of items that describe children and youths. For each item that describes your child ***now or within the past 6 months***, please circle the ***2*** if the item is ***very true or often true*** of your child. Circle the ***1*** if the item is ***somewhat or sometimes true*** of your child. If the item is ***not true*** of your child, circle the ***0***. Please answer all items as well as you can, even if some do not seem to apply to your child.

0 = Not True (as far as you know) **1 = Somewhat or Sometimes True** **2 = Very True or Often True**

0 1 2 1. Acts too young for his/her age
0 1 2 2. Drinks alcohol without parents' approval (describe):_____
_____
0 1 2 3. Argues a lot
0 1 2 4. Fails to finish things he/she starts
0 1 2 5. There is very little he/she enjoys
0 1 2 6. Bowel movements outside toilet
0 1 2 7. Bragging, boasting
0 1 2 8. Can't concentrate, can't pay attention for long
0 1 2 9. Can't get his/her mind off certain thoughts; obsessions (describe): _____
_____
0 1 2 10. Can't sit still, restless, or hyperactive
0 1 2 11. Clings to adults or too dependent
0 1 2 12. Complains of loneliness
0 1 2 13. Confused or seems to be in a fog
0 1 2 14. Cries a lot
0 1 2 15. Cruel to animals
0 1 2 16. Cruelty, bullying, or meanness to others
0 1 2 17. Daydreams or gets lost in his/her thoughts
0 1 2 18. Deliberately harms self or attempts suicide
0 1 2 19. Demands a lot of attention
0 1 2 20. Destroys his/her own things
0 1 2 21. Destroys things belonging to his/her family or others
0 1 2 22. Disobedient at home
0 1 2 23. Disobedient at school
0 1 2 24. Doesn't eat well
0 1 2 25. Doesn't get along with other kids
0 1 2 26. Doesn't seem to feel guilty after misbehaving
0 1 2 27. Easily jealous
0 1 2 28. Breaks rules at home, school, or elsewhere
0 1 2 29. Fears certain animals, situations, or places, other than school (describe): _____
_____
0 1 2 30. Fears going to school
0 1 2 31. Fears he/she might think or do something bad
0 1 2 32. Feels he/she has to be perfect
0 1 2 33. Feels or complains that no one loves him/her
0 1 2 34. Feels others are out to get him/her
0 1 2 35. Feels worthless or inferior
0 1 2 36. Gets hurt a lot, accident-prone
0 1 2 37. Gets in many fights
0 1 2 38. Gets teased a lot
0 1 2 39. Hangs around with others who get in trouble
0 1 2 40. Hears sounds or voices that aren't there (describe): _____
_____
0 1 2 41. Impulsive or acts without thinking
0 1 2 42. Would rather be alone than with others
0 1 2 43. Lying or cheating
0 1 2 44. Bites fingernails
0 1 2 45. Nervous, highstrung, or tense
0 1 2 46. Nervous movements or twitching (describe): ____
_____
_____
0 1 2 47. Nightmares
0 1 2 48. Not liked by other kids
0 1 2 49. Constipated, doesn't move bowels
0 1 2 50. Too fearful or anxious
0 1 2 51. Feels dizzy or lightheaded
0 1 2 52. Feels too guilty
0 1 2 53. Overeating
0 1 2 54. Overtired without good reason
0 1 2 55. Overweight
56. Physical problems ***without known medical cause:***
0 1 2 a. Aches or pains (***not*** stomach or headaches)
0 1 2 b. Headaches
0 1 2 c. Nausea, feels sick
0 1 2 d. Problems with eyes (***not*** if corrected by glasses) (describe): _____
0 1 2 e. Rashes or other skin problems
0 1 2 f. Stomachaches
0 1 2 g. Vomiting, throwing up
0 1 2 h. Other (describe): _____
_____

Be sure you answered all items. Then see other side.

Please print. Be sure to answer all items.

0 = Not True (as far as you know) **1 = Somewhat or Sometimes True** **2 = Very True or Often True**

0 1 2 57. Physically attacks people
0 1 2 58. Picks nose, skin, or other parts of body (describe): _____
_____
0 1 2 59. Plays with own sex parts in public
0 1 2 60. Plays with own sex parts too much
0 1 2 61. Poor school work
0 1 2 62. Poorly coordinated or clumsy
0 1 2 63. Prefers being with older kids
0 1 2 64. Prefers being with younger kids
0 1 2 65. Refuses to talk
0 1 2 66. Repeats certain acts over and over; compulsions (describe): _____
_____
0 1 2 67. Runs away from home
0 1 2 68. Screams a lot
0 1 2 69. Secretive, keeps things to self
0 1 2 70. Sees things that aren't there (describe): _____
_____
_____
0 1 2 71. Self-conscious or easily embarrassed
0 1 2 72. Sets fires
0 1 2 73. Sexual problems (describe): _____
_____
_____
0 1 2 74. Showing off or clowning
0 1 2 75. Too shy or timid
0 1 2 76. Sleeps less than most kids
0 1 2 77. Sleeps more than most kids during day and/or night (describe): _____
_____
0 1 2 78. Inattentive or easily distracted
0 1 2 79. Speech problem (describe): _____
_____
0 1 2 80. Stares blankly
0 1 2 81. Steals at home
0 1 2 82. Steals outside the home
0 1 2 83. Stores up too many things he/she doesn't need (describe): _____
_____
_____
0 1 2 84. Strange behavior (describe): _____
_____
0 1 2 85. Strange ideas (describe): _____
_____
0 1 2 86. Stubborn, sullen, or irritable
0 1 2 87. Sudden changes in mood or feelings
0 1 2 88. Sulks a lot
0 1 2 89. Suspicious
0 1 2 90. Swearing or obscene language
0 1 2 91. Talks about killing self
0 1 2 92. Talks or walks in sleep (describe): _____
_____
0 1 2 93. Talks too much
0 1 2 94. Teases a lot
0 1 2 95. Temper tantrums or hot temper
0 1 2 96. Thinks about sex too much
0 1 2 97. Threatens people
0 1 2 98. Thumb-sucking
0 1 2 99. Smokes, chews, or sniffs tobacco
0 1 2 100. Trouble sleeping (describe): _____
_____
0 1 2 101. Truancy, skips school
0 1 2 102. Underactive, slow moving, or lacks energy
0 1 2 103. Unhappy, sad, or depressed
0 1 2 104. Unusually loud
0 1 2 105. Uses drugs for nonmedical purposes (***don't*** include alcohol or tobacco) (describe): _____
_____
_____
0 1 2 106. Vandalism
0 1 2 107. Wets self during the day
0 1 2 108. Wets the bed
0 1 2 109. Whining
0 1 2 110. Wishes to be of opposite sex
0 1 2 111. Withdrawn, doesn't get involved with others
0 1 2 112. Worries
113. Please write in any problems your child has that were not listed above:
0 1 2 _____
0 1 2 _____
0 1 2 _____

Please be sure you answered all items.

Since your spouse's deployment how often has your child shown the following behaviors or feelings ....

	A little bit	Somewhat	A lot
1.Crying	1	2	3
2 Sadness	1	2	3
3 Calling for deployed parent	1	2	3
4 Confusion or lack of understanding	1	2	3
5 Anger/acting out	1	2	3
6 Sleep problems	1	2	3
7 Behaving in ways that were more like how they acted when they were younger	1	2	3
8. Indifference/detachment	1	2	3
9. Fear	1	2	3
10. Worry	1	2	3
11. Loneliness	1	2	3
12. Pride	1	2	3

What was the child told about their parent's deployment?

Early Childhood Behavior Questionnaire
Very Short Form

As you read each description of the child's behavior below, please indicate how often the child did this during the last two weeks by circling one of the numbers in the right column. These numbers indicate how often you observed the behavior described during the last two weeks.

never	very rarely	less than half the time	about half the time	more than half the time	almost always	always	does not apply
1	2	3	4	5	6	7	NA

The "Does Not Apply" column (NA) is used when you did not see the child in the situation described during the last two weeks. For example, if the situation mentions the child going to the doctor and there was no time during the last two weeks when the child went to the doctor, circle the (NA) column. "Does Not Apply" (NA) is different from "NEVER" (1). "Never" is used when you saw the child in the situation but the child never engaged in the behavior mentioned in the last two weeks. Please be sure to circle a number or NA for every item.

When approached by an unfamiliar person in a public place (for example, the grocery store), how often did your child

1. cling to a parent? 1 2 3 4 5 6 7 NA

While having trouble completing a task (e.g., building, drawing, dressing), how often did your child

2. get easily irritated? 1 2 3 4 5 6 7 NA

When a familiar child came to your home, how often did your child

3. seek out the company of the child? 1 2 3 4 5 6 7 NA

When offered a choice of activities, how often did your child

4. decide what to do very quickly and go after it? 1 2 3 4 5 6 7 NA

During daily or evening quiet time with you and your child, how often did your child

5. enjoy just being quietly sung to? 1 2 3 4 5 6 7 NA

While playing outdoors, how often did your child

6. choose to take chances for the fun and excitement of it? 1 2 3 4 5 6 7 NA

When engaged in play with his/her favorite toy, how often did your child

7. play for more than 10 minutes? 1 2 3 4 5 6 7 NA
8. continue to play while at the same time responding to your remarks or questions? 1 2 3 4 5 6 7 NA

When told that loved adults would visit, how often did your child

9. get very excited? 1 2 3 4 5 6 7 NA

During quiet activities, such as reading a story, how often did your child

10. fiddle with his/her hair, clothing, etc.? 1 2 3 4 5 6 7 NA

While playing indoors, how often did your child							
11. like rough and rowdy games?	1	2	3	4	5	6	7 NA
When being gently rocked or hugged, how often did your child							
12. seem eager to get away?	1	2	3	4	5	6	7 NA
When encountering a new activity, how often did your child							
13. get involved immediately?	1	2	3	4	5	6	7 NA
When engaged in an activity requiring attention, such as building with blocks, how often did your child							
14. tire of the activity relatively quickly?	1	2	3	4	5	6	7 NA
During everyday activities, how often did your child							
15. pay attention to you right away when you called to him/her?	1	2	3	4	5	6	7 NA
16. seem to be irritated by tags in his/her clothes?	1	2	3	4	5	6	7 NA
17. become bothered by sounds while in noisy environments?	1	2	3	4	5	6	7 NA
18. seem full of energy, even in the evening?	1	2	3	4	5	6	7 NA
While in a public place, how often did your child							
19. seem afraid of large, noisy vehicles?	1	2	3	4	5	6	7 NA
When playing outdoors with other children, how often did your child							
20. seem to be one of the most active children?	1	2	3	4	5	6	7 NA
When told "no", how often did your child							
21. stop the forbidden activity?	1	2	3	4	5	6	7 NA
22. become sadly tearful?	1	2	3	4	5	6	7 NA
Following an exciting activity or event, how often did your child							
23. seem to feel down or blue?	1	2	3	4	5	6	7 NA
While playing indoors, how often did your child							
24. run through the house?	1	2	3	4	5	6	7 NA
Before an exciting event (such as receiving a new toy), how often did your child							
25. get very excited about getting it?	1	2	3	4	5	6	7 NA
When s/he asked for something and you said "no", how often did your child							
26. have a temper tantrum?	1	2	3	4	5	6	7 NA
When asked to wait for a desirable item (such as ice cream), how often did your child							
27. wait patiently?	1	2	3	4	5	6	7 NA
When being gently rocked, how often did your child							
28. smile?	1	2	3	4	5	6	7 NA
While being held on your lap, how often did your child							
29. mold to your body?	1	2	3	4	5	6	7 NA
When a familiar adult, such as a relative or friend, visited your home, how often did your child							
30. want to interact with the adult?	1	2	3	4	5	6	7 NA
When asked to do so, how often was your child able to							
31. be careful with something breakable?	1	2	3	4	5	6	7 NA
When visiting a new place, how often did your child							
32. not want to enter?	1	2	3	4	5	6	7 NA

When s/he was upset, how often did your child

33. cry for more than 3 minutes, even when being comforted?	1	2	3	4	5	6	7 NA
34. become easily soothed?	1	2	3	4	5	6	7 NA

When you were busy, how often did your child

35. find another activity to do when asked?	1	2	3	4	5	6	7 NA

When around large gatherings of familiar adults or children, how often did your child

36. enjoy playing with a number of different people?	1	2	3	4	5	6	7 NA

Emotion Regulation Checklist

Please rate the following on a scale of 1 = Rarely/Never like this child to 4 = Almost always like this child.

	Rarely/ Never	Sometimes	Often	Almost Always
1. Is a cheerful child.	1	2	3	4
2. Exhibits wide mood swings (child's emotional state is difficult to anticipate because s/he moves quickly from a positive to a negative mood).	1	2	3	4
3. Responds positively to neutral or friendly overtures by adults.	1	2	3	4
4. Transitions well from one activity to another; doesn't become angry, anxious, distressed or overly excited when moving from one activity to another.	1	2	3	4
5. Can recover quickly from upset or distress doesn't pout or remain sullen, anxious or sad after emotionally distressing events.	1	2	3	4
6. Is easily frustrated.	1	2	3	4
7. Responds positively to neutral or friendly overtures by peers.	1	2	3	4
8. Is prone to angry outbursts/tantrums easily.	1	2	3	4
9. Is able to delay gratification.	1	2	3	4
10. Takes pleasure in the distress of others (laughs when another person gets hurt or punished; seems to enjoy teasing others).	1	2	3	4

10/16/2009 10:31 FAX 4321187 PEDIPARTIAL 002

	Rarely/ Never	Sometimes	Often	Almost Always
11. Can modulate excitement (doesn't get "carried away" in high energy play or overly excited in inappropriate contexts)	1	2	3	4
12. Is whiny or clingy with adults.	1	2	3	4
13. Is prone to disruptive outbursts of energy and exuberance.	1	2	3	4
14. Responds angrily to limit setting by adults.	1	2	3	4
15. Can say when s/he is feeling sad, angry or mad, fearful or afraid.	1	2	3	4
16. Seems sad or listless.	1	2	3	4
17. Is overly exuberant when attempting to engage others in play.	1	2	3	4
18. Displays flat affect (expression is vacant or inexpressive; child seems emotionally absent).	1	2	3	4
19. Responds negatively to neutral or friendly overtures by peers (may speak in an angry tone of voice or respond fearfully).	1	2	3	4
20. Is impulsive.	1	2	3	4
21. Is empathetic towards others; shows concern when others are upset or distressed.	1	2	3	4
22. Displays exuberance that others find intrusive or disruptive.	1	2	3	4
23. Displays inappropriate negative emotions (anger, fear, frustration, distress) in response to hostile, aggressive or intrusive acts by peers.	1	2	3	4
24. Displays negative emotions when attempting to engage others in play.	1	2	3	4

10/16/2009 10:31 FAX 4321187 PEDIPARTIAL 003

Social Skills

Parent Form
Preschool Level

Rating System

Ages 3-5

Social Skills Questionnaire

Frank M. Gresham and Stephen N. Elliott

Directions

This questionnaire is designed to measure **how often** your child exhibits certain social skills and **how important** those skills are to your child's development. Ratings of problem behaviors are also requested. First, complete the information about your child and yourself.

Next, read each item on pages 2-4 (items 1-49) and think about your child's present behavior. Decide **how often** your child does the behavior described.

If your child **never** does this behavior, circle the **0**.
If your child **sometimes** does this behavior, circle the **1**.
If your child **very often** does this behavior, circle the **2**.

For items 1-39, you should also rate **how important** each of these behaviors is for your child's development.

If it is **not important** for your child's development, circle the **0**.
If it is **important** for your child's development, circle the **1**.
If it is **critical** for your child's development, circle the **2**.

Here are two examples:

	How Often?			How Important?		
	Never	Sometimes	Very Often	Not Important	Important	Critical
Shows a sense of humor.	0	1	(2)	0	(1)	2
Answers the phone appropriately.	(0)	1	2	0	1	(2)

*This parent thought that the child **very often** showed a sense of humor and that showing a sense of humor was **important** to the child's development. This parent also thought that the child **never** answered the phone appropriately and that answering the phone appropriately was **critical** to the child's development.*

There are no right or wrong answers. You may take as much time as you like.
Please do not skip any items.

FOR OFFICE USE ONLY How Often?				Social Skills	How Often?			How Important?		
C	A	R	S		Never	Sometimes	Very Often	Not Important	Important	Critical
				1. Follows your instructions.	0	1	2	0	1	2
				2. Helps you with household tasks without being asked.	0	1	2	0	1	2
				3. Appropriately questions household rules that may be unfair.	0	1	2	0	1	2
				4. Attempts household tasks before asking for your help.	0	1	2	0	1	2
				5. Gives compliments to friends or other children in the family.	0	1	2	0	1	2
				6. Participates in organized group activities.	0	1	2	0	1	2
				7. Politely refuses unreasonable requests from others.	0	1	2	0	1	2
				8. Introduces herself or himself to new people without being told.	0	1	2	0	1	2
				9. Uses free time at home in an acceptable way.	0	1	2	0	1	2
				10. Asks permission before using another family member's property.	0	1	2	0	1	2
				11. Responds appropriately when hit or pushed by other children.	0	1	2	0	1	2
				12. Volunteers to help family members with tasks.	0	1	2	0	1	2
				13. Invites others to your home.	0	1	2	0	1	2
				14. Avoids situations that are likely to result in trouble.	0	1	2	0	1	2
C	A	R	S	SUMS OF HOW OFTEN COLUMNS						

FOR OFFICE USE ONLY How Often? C	A	R	S	Social Skills (cont.)	How Often? Never	Sometimes	Very Often	How Important? Not Important	Important	Critical
				15. Starts conversations rather than waiting for others to talk first.	0	1	2	0	1	2
				16. Keeps room clean and neat without being reminded.	0	1	2	0	1	2
				17. Completes household tasks within a reasonable time.	0	1	2	0	1	2
				18. Controls temper in conflict situations with you.	0	1	2	0	1	2
				19. Controls temper when arguing with other children.	0	1	2	0	1	2
				20. Appropriately expresses feelings when wronged.	0	1	2	0	1	2
				21. Follows rules when playing games with others.	0	1	2	0	1	2
				22. Attends to your instructions.	0	1	2	0	1	2
				23. Shows interest in a variety of things.	0	1	2	0	1	2
				24. Answers the phone appropriately.	0	1	2	0	1	2
				25. Makes friends easily.	0	1	2	0	1	2
				26. Compromises in conflict situations by changing own ideas to reach agreement.	0	1	2	0	1	2
				27. Puts away toys or other household property.	0	1	2	0	1	2
				28. Waits turn in games or other activities.	0	1	2	0	1	2
				29. Receives criticism well.	0	1	2	0	1	2
				30. Congratulates family members on accomplishments.	0	1	2	0	1	2
				31. Follows household rules.	0	1	2	0	1	2
				32. Is self-confident in social situations such as parties or group outings.	0	1	2	0	1	2
				33. Attends to speakers at meetings such as in church or youth groups.	0	1	2	0	1	2
				34. Joins group activities without being told.	0	1	2	0	1	2
				35. Ends disagreements with you calmly.	0	1	2	0	1	2
				36. Is liked by others.	0	1	2	0	1	2
				37. Asks sales clerks for information or assistance.	0	1	2	0	1	2
				38. Communicates problems to you.	0	1	2	0	1	2
				39. Speaks in an appropriate tone of voice at home.	0	1	2	0	1	2
C	A	R	S	SUMS OF HOW OFTEN COLUMNS						

Go on to Page 4. ➡

FOR OFFICE USE ONLY How Often? E	I	Problem Behaviors	How Often? Never	Sometimes	Very Often
		40. Has temper tantrums.	0	1	2
		41. Fidgets or moves excessively.	0	1	2
		42. Argues with others.	0	1	2
		43. Disturbs ongoing activities.	0	1	2
		44. Says nobody likes him or her.	0	1	2
		45. Appears lonely.	0	1	2
		46. Is aggressive toward people or objects.	0	1	2
		47. Disobeys rules or requests.	0	1	2
		48. Shows anxiety about being with a group of children.	0	1	2
		49. Acts sad or depressed.	0	1	2
E	I	SUMS OF HOW OFTEN COLUMNS	**Stop. Please check to be sure all items have been marked.**		

Do not make importance ratings for items 40 - 49

FOR OFFICE USE ONLY

SUMMARY

SOCIAL SKILLS

	HOW OFTEN? TOTAL (sums from p. 2) + (sums from p. 3) =	BEHAVIOR LEVEL (see Appendix A) Fewer	Average	More
C	+ =			
A	+ =			
R	+ =			
S	+ =			
Total (C + A + R + S)				

(see Appendix C)

Standard Score ____ Percentile Rank ____

(see Appendix E)

SEM ± ____ Confidence Level 68% ☐ 95% ☐

Confidence Band (standard scores) ____ to ____

PROBLEM BEHAVIORS

	HOW OFTEN? TOTAL (sums from page 4)	BEHAVIOR LEVEL (see Appendix A) Fewer	Average	More
E				
I				
Total (E + I)				

(see Appendix C)

Standard Score ____ Percentile Rank ____

(see Appendix E)

SEM ± ____ Confidence Level 68% ☐ 95% ☐

Confidence Band (standard scores) ____ to ____

1. Does your child have friends? No Yes

2. Who are your child's friends? Could you please list their initials and tell me some information about each one.

Friends	What grade is she/he in? 1 = Same grade 2 = older 3 = younger	How long has your child known this friend? In years – for example 3 years	How did they become friends? 1 = school 2 = neighborhood 3 = family connection 4 = activity 5 = church	Do they spend time together outside of school? Yes/no And if yes how many times per month	What kinds of things do they do together?	Who initiates their time together? Your child or their friend	How do you feel about each friendship? 1= very unhappy 2 = unhappy 3 = kind of happy/ok 4 = happy 5 = very happy
1.							
2.							
3.							
4.							
5.							
6.							

3. How does your child's number of friends compare to the number of friends that other children his/her age have?
    a. It is less than others
    b. It is about the same
    c. It is more than others
    d. Don't know

4. How important do you think having friends is to your child?
    a. Not at all important
    b. Not very important
    c. Kind of important
    d. Important
    e. Extremely important
    f. Don't know

5. How satisfied do you think your child is with his/her friendships?
    a. Not at all satisfied
    b. Not very satisfied
    c. Kind of satisfied/somewhat satisfied
    d. Satisfied
    e. Extremely satisfied

6. Out of all your child's friendships, would you say your child has a best friend?
    a. No – if no skip to question 13
    b. Yes
    c. Don't know

7. How often do your child and their best friend argue or disagree with each other?
    a. Never
    b. Some of the time
    c. Frequently
    d. Very frequently
    e. Don't know

8. How often are your child and their best friend able to resolve their arguments and conflicts with each other?
    a. Never
    b. Some of the time
    c. Frequently
    d. Very frequently
    e. Don't know

9. How much do your child and their best friend hang around together, go places together, and do enjoyable things together?
    a. Never
    b. Some of the time
    c. Frequently
    d. Very frequently
    e. Don't know

10. How much does your child's best friend help them to learn things they don't know, help them to figure things out, or provide help?
    a. Never
    b. Some of the time
    c. Frequently
    d. Very frequently
    e. Don't know

11. How much does your child share his/her secrets and private feelings with his/ her best friend?
    a. Never
    b. Some of the time
    c. Frequently
    d. Very frequently
    e. Don't know

12. How much does your child seek support and advice or turn to their friend when they are feeling upset?
    a. Never
    b. Some of the time
    c. Frequently
    d. Very frequently
    e. Don't know

13. How well-liked would you say your child is by the other kids in his/her class?
    a. Not at all well-liked
    b. Somewhat well-liked
    c. Liked
    d. Very well-liked
    e. Don't know

14. Children sometimes think of being popular as being different than being well-liked. How popular would you say your child is in his/her class?
    a. Not at all popular
    b. Somewhat popular
    c. Popular
    d. Very popular
    e. Don't know

DIRECTIONS: For each item, circle the one answer that best describes how often your child demonstrates each academic skill.

	YES	SOMETIMES	NOT YET	DON'T KNOW
1. **Contributes (relevant) information to classroom discussions** – for example, during a class discussion, can express an idea or personal opinion on a topic and the reasons behind the opinion.	1	2	3	DK
2. **Understands a story you read to him/her and shows this** – for example, by writing a sequel to a story, or acting out a part of a story, or posing a question about why a particular story event happened as it did.	1	2	3	DK
3. **Reads words with regular vowel sounds** – for example, reads "coat," "junk," "lent," "chimp," "halt," or "bite."	1	2	3	DK
4. **Reads words with irregular vowel sounds** – for example, reads "through," "point," "enough," or "shower."	1	2	3	DK
5. **Reads first grade books independently and understands what was read** – for example, reads most words correctly and answers questions about what was read, make predictions while reading, and retells story after reading	1	2	3	DK
6. **Reads first grade books easily** – for example, easily reads words in (meaningful) phrases rather than reading word by word.	1	2	3	DK
7. **Writes a story with a clear beginning, middle, and end.**	1	2	3	DK
8. **Demonstrates an understanding of some of the rules of print** – for example, appropriately using question marks, exclamation points, and quotation marks.	1	2	3	DK
9. **Uses the computer for number of different activities** – for example by writing a page for a class book, or looking up information on a topic of interest, or solving match problems, or recording information from a scientific experiment.	1	2	3	DK
10. **Identifies similarities and differences in group habits and living patterns** – for example, compares and contrasts customs and traditions (forms of transportation, clothing, food, housing, holidays) in different groups of people.	1	2	3	DK
11. **Recognizes some ways in which people rely on each other for goods and services** – for example, by making a list of all the jobs involved in getting milk to the supermarket, or talking about community helpers.	1	2	3	DK
12. **Shows a beginning understanding that maps represent actual places** – for example, by making maps of his/her classroom, bedroom, or school and labeling them, or locating where a parent was born on a world map or globe.	1	2	3	DK

13. Make logical predictions in science – **for example, looking closely at a group of objects before predicting if they are magnetic or not or whether they will float or sink.**	**1**	**2**	**3**	**DK**
14. **Forms explanations and conclusions based on what he/she sees or explores** – for example, by explaining the best growing conditions for a plant after experimenting with light and water, or concluding that earthworms come out of the soil because it's raining after paying attention to the sidewalks on a rainy day.	1	2	3	DK
15. **Sorts and compares living and non-living things in different ways** – for example, by sorting vegetables that grow above or below the ground, or sorting different sounds as either low pitch or high pitch, or measuring objects and classifying them by size or weight.	1	2	3	DK
16. **Demonstrates an understanding of place value** – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.	1	2	3	DK
17. **Understands and compares whole numbers** – for example, recognizing that 30 is the same quantity if it is 30 rabbits or 30 check marks or 15 + 15 red dots; or describing that the number 25 is smaller than 41.	1	2	3	DK
18. **Counts change in two different types of coins** – for example, two quarters and a nickel, or three dimes and two pennies.	1	2	3	DK
19. **Shows a basic understanding of graphs** – for example, making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type.	1	2	3	DK
20. **Makes reasonable estimates of quantities** – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.	1	2	3	DK
21. **Measures to the nearest whole number using common tools** – for example, rulers, or tape measures, or thermometers, or scales.	1	2	3	DK
22. **Uses a variety of strategies to solve math problems** – for example, using objects, using trial and error, making a list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others.	1	2	3	DK

23. Your child's overall motivation to succeed academically is …	High	Average	Low	Don't Know

DIRECTIONS: For each item, circle the one answer that best describes how often your child demonstrates each academic skill.

	YES	SOMETIMES	NOT YET	DON'T KNOW
1. **Speaks about ideas clearly** – for example, express opinions, feelings, and ideas.	1	2	3	DK
2. **Uses number of strategies to gain information** – for example, uses the index or table of contents to locate information, or uses encyclopedias or other reference books/media to learn about a topic.	1	2	3	DK
3. **Reads fluently** – for example, easily reads words as part of (meaningful phrases rather than word by word including words with three or more syllables, such as residential, genuinely, and pneumonia.	1	2	3	DK
4. **Reads second grade books (fiction) independently with clearly understands them** – for example, relates why something happened in a story, or identifies emotions of characters in a story, or identifies a turning point in the story.	1	2	3	DK
5. **Writes multi-paragraph stories/reports** – for example, writes a report by creating and following an outline, or writes stories with a clear plot and distinct characters.	1	2	3	DK
6. **Uses the computer for a number of reasons** – for example, to write reports or stories them correctly, or to use a database to retrieve information	1	2	3	DK
7. **Uses a variety of strategies to solve math problems** – for example, (adds 100 and then subtracts 4 when doing the mental math problem 467 + 96), or writes equations needed to solve a word problem, or orders steps in a multistep problem.	1	2	3	DK
8. **Uses measuring tools accurately** – for example, measures with rulers to the quarter-inch, or measures liquids to the nearest milliliter.	1	2	3	DK
9. **Shows understanding of place value with whole numbers** – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest.	1	2	3	DK
10. **Makes reasonable estimates of quantities and checks answers** – for example, estimates the cost of a list of 8 different items and compares to actual cost, or estimates the perimeter of a bulletin board and then checks with a yardstick.	1	2	3	DK

11. **Understands, reads, writes, and compares fractions** – for example, shows that ½ of a candy bar is ¼ + ¼, or shows that ¼ of a set of 12 is 3.	1	2	3	DK
12. **Makes logical predictions when conducting scientific investigations** – for example, predicts that water will heat faster in the sun in a black cup than in a white cup, or predicts that plants on the south side of the building will grow more quickly than the ones on the north side.	1	2	3	DK
13. **Communicates scientific information** – for example, writes about predictions, observations, and conclusions when doing an investigation or makes line graphs of the height of plants over time.	1	2	3	DK
14. **Sorts and compares living and non-living things in different ways** – for example, compares plant and animal needs, or sorts substances according to whether they dissolve in water.	1	2	3	DK
15. **Forms explanations and conclusions** – for example, explains why one boat floats and another does not, or concludes that the candle stays lit longer under the larger jar because there is more oxygen available.	1	2	3	DK
16. **Identifies similarities and differences in habits and living patterns between him/herself and other groups of people** – for example, makes a display representing the lifestyles of Native Americans long ago and today, or contrasts colonial life in the 1700's with U.S. life in current times.	1	2	3	DK
17. **Shows an understanding of the ways in which the past influences the present** – for example, describes the contributions of significant Americans such as Hamilton, Franklin, M.L. King, or describes the impact of technology, such as the cotton gin or the automobile, on life in America.	1	2	3	DK
18. **Knows how to use maps and globes to locate and gain information** – for example, locates their own state in relation to the U.S. and the rest of the world, or uses grids to locate cities, or reads map legends, or identifies differences between political boundaries and physical boundaries on maps and globes.	1	2	3	DK

19. Your child's overall motivation to succeed academically is …	High	Average	Low	Don't Know

DIRECTIONS: For each item, circle the one answer that best describes how often your child demonstrates each academic skills.

	YES	SOMETIMES	NOT YET	DON'T KNOW
1. **Uses complex sentence structures** – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"	1	2	3	DK
2. **Understands and (interprets) a story or other text read to him/her** – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	1	2	3	DK
3. **Easily and quickly names all upper – and lower-case letters of the alphabet.**	1	2	3	DK
4. **Produces rhyming words** – for example, says a word that rhymes with "chip," "shop," "drink," – or "light."	1	2	3	DK
5. **Predicts what will happen next in stories** by using the pictures and storyline for clues.	1	2	3	DK
6. **Reads simple books independently** – for example, reads books with a repetitive language pattern.	1	2	3	DK
7. **Demonstrates early writing behaviors** – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas.	1	2	3	DK
8. **Demonstrates an understanding for some of the rules the print** – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence.	1	2	3	DK
9. **Uses the computer for a number of different activities** – for example, for drawing a picture, or counting objects, or typing numbers, letters, or words.	1	2	3	DK
10. **Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows** – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat.	1	2	3	DK

11. **Understands what people do who have different kinds of jobs** – for examples, knowing that people use different tools, equipment, and machinery in their jobs (farmers, doctors, dentists, etc.), or that most jobs require special training.	1	2	3	DK
12. **Uses his/her senses to explore and observe** – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.	1	2	3	DK
13. **Forms explanations based on what he/she sees and through exploring** – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	DK
14. **Puts living and non-living things in different categories** – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals."	1	2	3	DK
15. **Sorts, classifies, and compares math materials by various rules and (attributes)** – for example, creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several characteristics such as "large plastic shapes" and "small wooden shapes."	1	2	3	DK
16. **Put objects in an order** – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest.	1	2	3	DK
17. **Shows an understanding of the relationship between amounts** – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks.	1	2	3	DK
18. **Solves problems involving numbers using objects** – for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"	1	2	3	DK
19. **Shows an understanding of graphing** – for example, coloring a graph to show three friends like green apples and four friends like red apples.	1	2	3	DK
20. **Uses tools accurately (for measuring)** – for examples, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.	1	2	3	DK
21. **Uses a variety of strategies to solve math problems** – for example, (using objects,) looking for a pattern, or acting out a problem.	1	2	3	DK

22. Your child's overall motivation to succeed academically is ...	High	Average	Low	Don't Know

Circle the best response.	Rarely	Occasionally	Sometimes	Frequently
1. How much have family routines been disrupted by your spouse's deployment?	1	2	3	4
2. How much have family rituals or celebrations been negatively impacted by your spouse's deployment?	1	2	3	4
3. How much have you had to take on new roles in the family due to your spouse's deployment?	1	2	3	4
4. How much have you felt overwhelmed by additional responsibilities or roles that you have assumed due to your spouse's deployment?	1	2	3	4
5. How much have issues regarding finances arisen during your spouse's deployment, such as unplanned expenses, difficulty managing money, or money being "tight"?	1	2	3	4
6. Since your spouse's deployment, how much have you been able to make household decisions independently of your spouse?	1	2	3	4
7. How frequently do you bring up discussions about your spouse's absence or does your child bring up conversations about your spouse being away?	1	2	3	4
8. How much do you and your children keep in touch with your spouse via phone?	1	2	3	4
9. How much do you and your children keep in touch with your spouse via email?	1	2	3	4
10. How much do you and your children keep in touch with your spouse via letters, tapes, gifts, or videos?	1	2	3	4
11. How much have you been able to stay emotionally connected with your spouse during the deployment?	1	2	3	4
12. How much have your children been able to stay emotionally connected with your spouse during the deployment?	1	2	3	4
13. How much has your spouse seemed emotionally distant since deployment?	1	2	3	4
14. To what degree do you feel that you have had to sacrifice some of your own wishes and needs since your spouse's deployment?	1	2	3	4
15. How often do you and your child talk about your spouse's deployment?	1	2	3	4

Need to add questions regarding accessing army services and navigating army services.

Interpersonal Support Evaluation List (ISEL) -- General Population

This scale is made up of a list of statements each of which may or may not be true about you. For each statement check "definitely true" if you are sure it is true about you and "probably true" if you think it is true but are not absolutely certain. Similarly, you should check "definitely false" if you are sure the statement is false and "probably false" is you think it is false but are not absolutely certain.

1. There are several people that I trust to help solve my problems.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

2. If I needed help fixing an appliance or repairing my car, there is someone who would help me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

3. Most of my friends are more interesting than I am.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

4. There is someone who takes pride in my accomplishments.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

5. When I feel lonely, there are several people I can talk to.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

6. There is no one that I feel comfortable to talking about intimate personal problems.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

7. I often meet or talk with family or friends.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

8. Most people I know think highly of me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

9. If I needed a ride to the airport very early in the morning, I would have a hard time finding someone to take me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

10. I feel like I'm not always included by my circle of friends.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

11. There really is no one who can give me an objective view of how I'm handling my problems.
____definitely true (3) ____definitely false (0)

____probably true (2) ____probably false (1)

12. There are several different people I enjoy spending time with.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

13. I think that my friends feel that I'm not very good at helping them solve their problems.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

14. If I were sick and needed someone (friend, family member, or acquaintance) to take me to the doctor, I would have trouble finding someone.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

15. If I wanted to go on a trip for a day (e.g., to the mountains, beach, or country), I would have a hard time finding someone to go with me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

16. If I needed a place to stay for a week because of an emergency (for example, water or electricity out in my apartment or house), I could easily find someone who would put me up.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

17. I feel that there is no one I can share my most private worries and fears with.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

18. If I were sick, I could easily find someone to help me with my daily chores.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

19. There is someone I can turn to for advice about handling problems with my family.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

20. I am as good at doing things as most other people are.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

21. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

22. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

23. If I needed an emergency loan of $100, there is someone (friend, relative, or acquaintance) I could get it from.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

24. In general, people do not have much confidence in me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

25. Most people I know do not enjoy the same things that I do.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

26. There is someone I could turn to for advice about making career plans or changing my job.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

27. I don't often get invited to do things with others.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

28. Most of my friends are more successful at making changes in their lives than I am.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

29. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

30. There really is no one I can trust to give me good financial advice.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

31. If I wanted to have lunch with someone, I could easily find someone to join me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

32. I am more satisfied with my life than most people are with theirs.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

33. If I was stranded 10 miles from home, there is someone I could call who would come and get me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

34. No one I know would throw a birthday party for me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

35. It would me difficult to find someone who would lend me their car for a few hours.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

36. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

37. I am closer to my friends than most other people are to theirs.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

38. There is at least one person I know whose advice I really trust.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

39. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

40. I have a hard time keeping pace with my friends.
____definitely true (3) ____definitely false (0)
____probably true (2) ____probably false (1)

This scale is from:

Cohen, S., & Hoberman, H. (1983). Positive events and social supports as buffers of life change stress. Journal of Applied Social Psychology, 13, 99-125. Link to full-text (pdf)

Cohen, S., Mermelstein, R., Kamarck, T., & Hoberman, H. (1985). Measuring the functional components of social support. In I. G. Sarason & B. R. Sarason (Eds.), Social support: Theory, research, and application. The Hague, Holland: Martinus Nijhoff. Link to full-text (pdf)